**The support CRISP teachers would like:**

Instructional Support

* To support my development of new strategies and in making fundamental changes to my practice, please explicitly show your understanding that some strategies either will not work or may need several adjustments before I master them. In other words, I need to know that I can take risks.
* Continue to learn with me as a partner. (Love it when you attend our meetings, or at least part of it).
* Encouragement and recognition of successful efforts is always appreciated- but you already do that.
* Understanding and patience to work through things and make mistakes as I change my practice.
* Comment on our goals during evaluations.
* Safe environment to try new things.
* I would like my administrator to know what’s going on in my classroom. I would like him to be a frequent visitor so that he actually knows how I run my class (and so the kids aren’t scared when he comes in). 1.5 observations a year are not enough to know what kind of teacher I am.
* I would like my principal to help me evaluate the use of formative assessment with occasional drop-ins. (MVHS)
* Avoid walkthroughs.
* I would like to discuss my goals for formative assessment and standards based grading with him so that he knows why I’m doing this and what I hope to accomplish. I would like him to have a real working understanding of what I’m doing in case he needs to defend my methods to angry parents.
* Providing lip service is nothing for the support of improving student learning, and providing money to support is not enough. Time involved as an instructional leader and a participant in the instructional reform process should be a full contact sport.

School Culture

* If academics are the most important thing, then they are the most important! Don’t support anything that takes away from that.
* If standards-based grading is best practice and research-based, then don’t make me defend it against a change in another area (like a Gradebook program) that will prevent me from doing best practice.
* Assignments need to be opportunities to provide feedback on learning… not the end product. Too much priority is put on how many missing assignments students have and less on how much learning they have missed. I’m not sure how this has started but it needs to change throughout the entire school.
* School culture helps set attitudes about assignments: Assignments are an opportunity for teachers to provide feedback, not something to score and be done with. Is our focus on “getting in” missing assignments so their class grade can improve causing students to miss an opportunity for improving their learning?
* School wide focus on formative assessment for this school year. Let’s do only one area of focus for the entire year- why not formative assessment- it makes a difference. (MVHS)
* Target formative assessment as a school wide focus and learn to do PD consistently on this one topic and do it very well.
* Let’s do formative assessment school-wide and move to a Standards Based Grading school too. (MVHS)
* Invite Shannon Warren to present to the MVHS staff- both to share what CRISP is about and as a formative assessment professional development expert and leader- she can lead our whole school formative assessment efforts!
* Common goals school-wide of moving towards standards based grading with support (time/ money/ feedback) as we set up Gradebook for that transition).
* Clarify for staff outside the MVHS science department what the CRISP participants are working on.

PLC Support

* I would like to choose the PLC that I am involved with and not be required to participate in a Marzano one as well. (MVHS- 3 people)
* I would like time to work with my PLC that we developed through CRISP. I don’t want to have an additional PLC because then I wll do neither effectively. I appreciate the freedom and trust that Dave Anderson gave our department. (MVHS)
* Keep PLC time sacred-separate from department/ school business.
* Let PLC develop their own agenda, don’t drive the agenda.
* Provide time and referral to other teachers in the building for observing, particularly in the areas of formative assessment and discourse (i.e. time to observe and talk to the other teacher about how they do something). The principal knows each teachers strengths and can connect us with those who do assessment/ discourse well.
* Support of the group through being present at PLC meetings on a regular scheduled basis. They do not need to attend every meeting but they should have a consistent involvement.
* Work with us (science teachers) to create and partner (along with our PLC) to write self improvement plans as an opportunity for continued professional development.
* Making an effort to understand what we are doing.

Time and Materials

* Provide materials needed for research based formative assessment that involves the entire class (i.e. whiteboards).(3 people)
* Tables instead of chairs to allow discourse of small groups and whole class so kids can be face to face and eye to eye. (MVHS)
* Time to work together on pieces of all of this formative assessment process.
* Time to develop formative assessment well.(MVHS)
* Ability to make decisions about our department within our department. (MVHS)
* Provide time to work with PLC members during the day.
* A few early release days for CRISP PLC to meet and work without other expectations for that time. (4 people)